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ABSTRACT

The enculturation of two beginning student teachers was examined and described. In addition, the effects on classroom activities before, during, and after the student teachers carried out their assignments are discussed. Ethnographic techniques such as observation and interview were employed to collect information and the case studies are presented from the student teachers' point of view. The participating student teachers aided in the final analysis, which revealed that student teachers perceive the field experience as a terrifying time and try to mask their fears by various strategies, such as emphasizing external control or rejecting theory. (JD)

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STUDENT TEACHING AS STUDENTSHIP:
AN ETHNOGRAPHIC INVESTIGATION*

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I would like to express my appreciation to Ellen Martin
who made a significant contribution to this research.

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DeVass

This paper grew out of a collaborative effort between myself and Professor Willis Copeland of the University of California, SB, and our mutual fascination by the work of Doyle (1977). Doyle, in his paper, reported how he had spent a long period looking at student teaching classroom behavior, and had been led to the hypothesis that the classroom environment exerted the most effect upon the newly-entering student teacher, while methods or "tricks" concerning instruction were only implemented when the environment was supportive.

In mid-1977 Copeland's (1977) paper, "The Impact of Component Changes on Behavior in Classroom Ecosystems" was complete; this paper postulated, and tentatively supported, the contention that three main sources impinged upon the student teacher: methods learned in teacher training classes, the influence of the teacher's patterns of behavior, and the patterns of behavior already negotiated and established in the classroom, patterns which led to student acceptance of that style. Copeland's paper further used a complicated experimental design to determine which of the three influences were most powerful. His findings suggested that the existing environment of the classroom affected student teacher behavior more than either of the other two factors.

Through the summer and fall of 1977 Copeland and I continued our discussions of possible studies which would resolve the above questions. Separate studies were begun in Fall of 1977, his in Santa Barbara, mine in Columbus, Ohio, to carry out a naturalistic inquiry into the influences of teacher training classes, the teacher's behavior, or the classroom environment on the in-class teaching style of student teachers. The report of Copeland's year-long study is being presented at this annual meeting; it deals specifically with the outcome of purposely placing pairs of student teachers from one class into another. Stable or

changed behaviors were then compared. See his paper for details.

Meanwhile my study, which had begun parallel to Copeland's in scope and purpose, changed its direction by the Summer of 1978. I, too, was observing two classrooms with student teachers assigned, but it quickly became clear that not only was the student teacher immersed in the classroom's network of observable behavior - constraining patterns but also was immersed in the wider network of school, university, and home settings. While the study of classroom behavior alone was important, the wider study of the impact of all the settings acting upon the student teacher was just as important. My investigation, then, turned from a microscopic look at behaviors in a single setting and turned to a broad investigation into the meaning of the student teaching experience to the student teacher.

This paper, then, reports the results of a study (that is still in progress) into the quality of the student teaching experience. In this paper I will use case histories of two strikingly different student teachers upon which to imbed the facts contained here. The emphasis here will be upon presenting ethnographically adequate descriptions of the experience as viewed by the two student teachers; this means accounting for the pre-entry expectations and characteristics, a description of the experience itself, and the effect of the experience in social, psychological, economic, and life gestalt terms.

The objective of this paper is to present two student teaching case studies, each from the student teacher's perspective. Several topics will be used as organizing guidelines for achieving this objective: these topics are derived from a discussion of ethnographic adequacy found in Frake, (1964) and Wolcott (1975); they include allocation of resources, setting, technology, personal adaptation, ethos, and language.

Mary: The Best Student-Teaching Experience.

In the midwest many universities and colleges offer teacher training programs that combine an undergraduate education with state certification. This has the effect of producing young potential teacher, many whom have never experienced another profession, whom are single, and whom have had limited experience outside the geographic region in which the university is located. Mary is one such graduate. From a small town in the southern part of the state, she attended a small high school of 250 students, came directly to the university after graduation. Now, after completing four years of college she is 21 and certified to teach K - 8th grade in the state.

Although Astin (1978) provides evidence that college can have a significant impact on students, most of the indicators Astin measures change by would suggest that Mary has been remarkably unchanged by her experience in the College of Education. She neither smokes nor drinks, has not changed her political views, has joined no campus organizations, has made few lasting friends at the university, or, except for this writer, spoken socially to professors. Mary lived at school, in the dormitory, the entire four years she went to the university, and often went home on weekends. Her ties to her family and home town were still a major influence on her thinking after four years in college.

One event has changed several of Mary's plans, that event being her engagement to a senior engineering student at the university. As Mary put it,

We're looking together and hopefully he'll probably have a better chance at getting a job than I will, but. . . if I don't get a job [in this school], I'll just sub for a while. . . . If we weren't getting married, I would have liked to gone back, taught in the school I went to. . . I still know all the kids, that would have been exciting. [But] So I'll be subbing next quarter, and then hoping to get a job.

Even with this ambiguous element thrust into her life, Mary's life has been surprisingly trouble - and crisis-free. Following in the footsteps of two of her five sisters, she has spent four predictable years at a very large university, causing no problems nor incurring any. Being money conscious, Mary has worked in the food lines at her dorm the entire four years. Even with the burden of working she has made it through college with a diploma, a husband, and possibly a job. Mary's horizons have not expanded as a result of college, but she is aware of both the good and bad aspects:

Last quarter was kinda like its been since my junior year (when Mary became formally accepted to the College of Education and took only elementary ed classes) . . . we had a language arts class , I had that plus I was working every night and wouldn't get home until 7:00 at night and I hadn't done anything but go to classes and worked, it was just kind of hard. . . but even at night (now) when I'm dead tired I'm not moody; this is the first quarter ever since I got into education where I feel I'm really enjoying it. . .

This background information evokes the image of a complacent, hard-working 21-year old, who anticipates a comfortable and secure future as a part or full-time teacher and wife. Turning to a description of her student teaching experience bears out the prediction one could make that Mary would expect to, and indeed be, a successful, reliable, and highly-esteemed student teacher.

Student Teaching, the Week Just Before

Mary was assigned to a first-grade in a local suburban school. Her supervisor, Helen, is a Ph.D. candidate in Education, and has 11 other student teachers besides Mary.

Mary's master teacher, Mrs. Lully, is a 15-year pro, who runs a highly-structured traditional program. Mary has gone out to visit her prior to starting, and speaks about the first meeting like this:

She's really nice, I'm in first grade, and there is about 23 or 24 students. It's really neat because we have a refrigerator and stove and couches and I really enjoyed her and like her way of disciplining, she didn't yell at the children, she gave them like, "you can either do this and stay with the children and behave but if you start to hit somebody I ask you to go back to your seat," and then she'd ask them, "do you understand what I'm saying?" So they could make their own decisions as to what they wanted to do. And I thought that was really nice. I'm really looking forward to it. I was only there for a couple of hours, but I would say that she works hard. Just what I've seen with her in the classroom the way she works with the students and stuff I think you have to work hard. It seems that she knows each child individually and does what she thinks is best for each child. But I was only there for a short time. . . .

Q: "Did any of the children stand out to you in particular?"

Just the one child that she was having a little bit of difficulty with. He was bothering the other students and they didn't like it, she just said, "if you behave you can stay here, if you keep your hands to yourself, but if you don't you go back to your seat." And she asked him if he understood what was expected of him, he said he did. That's the only one that I really noticed, they all seemed to get along pretty well together.

The First Week

Just as Mary had expected, the first day Mary spends in Mrs. Lully's classroom is filled not with learning the best instructional treatment for each of the 20 first-graders, but learning how Mrs. Lully goes about doing all of those things that keep teachers at their jobs after 15 years. Mary, however, does not describe her first week in terms of socialization. To Mary, the first week means getting to know the rules, meeting the other staff members, establishing a niche in the classroom, and copying the model set forth by Mrs. Lully. After all, all three parties (Mary, Mrs. Lully, the students) are on their best behavior while initial impressions are being made. Mary says of this week,

This is really important. . . she's (Mrs. Lully) got so much to teach me. . . all I can do is let her set the example and then do just what she's doing. [I just want] to be in good standing, to get along well with the children and understand them, and to just have a really good relationship with them so that we can learn from each other, that's what I would like mainly.

Late in the first week Mary takes a group of three students for reading. Mary sits at a table in the rear of the class with the three students. Each pupil has a reading work book. The pages are colorful; several sentences are started, general ending given, and each student takes a turn, on Mary's cue, reading the sentence and then guessing at a missing word. The lesson goes like this in part:

Mary: Let's keep our voices down. Let's look at this page (a colorful page with sentences imbedded in pictures.

One word is left out of each sentence, and printed at the bottom of the page like:

Hal _____ Nate sad...
Nate saw the _____...
Hal is _____ at Nate...

mad made man

Each student is supposed to copy the correct word in the space. For the first sentence, John copies "man" in the space. Mary, "Let's read that to see if it makes sense."

John, "Hal...man...Nate...sad." (laughs, embarrassed, but also looking for a signal that "man" is correct.)

Mary, (whispering), "Does that make sense?..."

John does not respond verbally, but madly erases "man", starts to laboriously copy either "mad" or "made" into the space.

Another student says, laughing, "Hal man Nate sad?"

Mary, "Let's keep voices down, made is correct...nice and neat now (copy in the word).

All three pupils copy in made.

This exacting routine continues with the next sentence.

Meanwhile, Mrs. Lully is at the opposite end of the room with her group. She is much less patient, working through similar workbook sheets at about twice Mary's rate. While Mary is trying to inject meaning into the exercise, Mrs. Lully lets the meaning come from the action itself.

Mary has wasted no time picking up on Mrs. Lully's unwritten rules: Keeping voices down, neat writing, slow, measured student movement about the room,

work completed. Mrs. Lully has already remarked about Mary's pleasant personality and capability for hard work. Mrs. Lully says, during this week: "I had a very good first impression, she was very warm, personality-wise. She is top on the list of eight other student teachers. She is very industrious and a hard worker. She volunteered right away."

The Middle Weeks

There are dual, competing elements to a successful student teaching experience; by the second week Mary has mastered any ambiguities in the teaching setting, and at the same time has begun to cope with the University requirements. Mary sees the two sets of requirements as distinct but equally necessary. Successfully student teaching, in Mary's words, can be accomplished by,

You have to get to school early. I come at eight. Discipline is so important...I get my planning done early so I know what I'm going to do every minute...being organized.

University requirements come from the supervisor. Her list looks like this:

FIGURE 1 ABOUT HERE

Student Teaching Seminar
Winter Quarter, 1979

Discussion Topics

- Jan. 10 Discuss Requirements
- Jan. 17 Requirements, Planning
Educational Settings
- Jan. 24 Plan Discipline Seminar
Perceptions of Teaching
- Jan. 31 Resources for the Teacher
Political Issues in Education

Feb. 7 Certification
Professional Organizations

Feb. 14 Discipline

Feb. 19 Speaker, time and place will
be arranged

Feb. 21 Finding Jobs With A Degree in
Education

Feb. 28 Interviewing. Mr.

Mar. 7

Mar. 14

Helen Smith

Office:

Requirements Lue

Observations, Anecdotal
Records, Purpose of Unit
and One Center, Plans for
One Center, One Three Way
Conference, One Individual
Conference

Plans for Unit and One
Center, One Three Way
Conference and One In-
dividual Conference

Individual Conferences

Individual Conferences

FIGURE 1
UNIVERSITY REQUIREMENTS

After two weeks of student teaching, Mary's daily schedule is:

6:00AM	Get up, dress, eat.
7:00AM	Gather materials, get on bus.
*7:45AM	Arrive school, begin to set up materials, prepare for day.
8:40AM	Students arrive; conduct opening (roll, lunch count, pledge of allegiance, sharing)
9:00AM	First reading group.
9:45AM	Second reading group.
10:15AM	Recess
10:30AM	Lead seatwork activity.
11:30AM	Walk the students to lunch.
*11:45AM	Return to teacher's lounge; eat and socialize with other staff.
12:30PM	Return, observe and help in PM.
*2:30PM	Work in the room, interact.
4:00PM	With Mrs. Lully.
4:15PM	Take bus to dorm; change to go to work in food line.
5:00PM	Serve food.
6:00PM	Return to room, call boyfriend or study or prepare for next day.
10:00 - 11:00PM	Bed.

* The starred times are time when Mary builds her connections to the staff, and cements her relationship with Mrs. Lully.

By the third week, Mary has gained the respect of the principal ("She's a real charger, Mrs. Lully can't hold her back..."), the university supervisor Helen ("Right now I'd say Mary is the best student teacher I've got. She's such a hard worker...") and Mrs. Lully, who has this to say about Mary as she speaks of a number of matters:

This is not an easy class, you know. I've been teaching for 15 years and it has taken me up until now to get them where they should be in discipline matters. Mary is just outstanding in every way, she is always well prepared, she meets every deadline, there's never any delay of materials. Her (lesson) plans are always complete.

Of course discipline is the most important thing. Mary is just now becoming comfortable with the control during walking trips...she is learning to monitor individuals and the whole class. She's developing confidence, you know, it's those little things like voice tones, those kinds of things, classroom management techniques that help prevent discipline problems... (Mary) is very professional--she always is seeking advice from me, others too...it shows in the extra work too--and she's very receptive to criticism.

Mary has accepted the belief system of the school well before the third week, but has not until now proven to the school staff that she deserves "insider" status. By the third week it is clear that she is not acting, but is totally committed to the structure, the values, and the behavior that are esteemed at the school by the staff.

Comments Mrs. Lully makes at conferences and in informal conversations support the hunch that Mary is being considered for group membership:

Week 1:

"Mr. Payne (the principal) has already noticed Mary's organization."

"I am pleased that Mary is already asking for extra work."

Week 2:

"Mary's discipline is very good."

"I am encouraging Mary to fill out her sub papers so she can sub for me when I'm absent."

Week 4:

"I'm going to recommend to Mr. Payne that Mary teach here next year if there's an opening."

Mary knows Mrs. Lully is behind her 100%, and at the same time models much of Mrs. Lully's role behavior. At about the fourth week, Mary makes two unsolicited comments:

A lot of learning goes on here. I can't think of a better way to run my class when I get a job...

(Speaking of quieting the class after transitions) Like Mrs. Lully, what Mrs. Lully does is...like, it's a cue, she stands in front of the class and the kids like get their bodies under control and start listening but when I did that they didn't see me as a cue to (uncodable) so I talked to Mrs. Lully about it and it seemed like the noise got louder so I always have to verbalize for the most part. Stop usually, you know, and sometimes it usually takes about two times but then if they don't I tell them how I feel and way and that really makes me all upset because we're all ready and you're not but like today with our lunch it was kind of hard to get the children back under control because we had cooked lunch in there just from recess and the place was kind of messy because we did a lot of cutting this morning and it was just kind of hard to get the children under control.

Q: Would you like to do that all the time, eat in the room?

No, we (Mary and Mrs. Lully) were talking about that today. She doesn't think that it's a good idea, neither do I.

The Last Weeks

Predictably, Mary's last weeks go smoothly. She continues to meet university requirements for setting up a center, planning a unit, assuming a full teaching load for the last week. At home, Mary's mother is beginning the preparations for the June wedding; Mary's fiancé is also busy with classwork. Mary's life totally revolves around the classroom in the last two weeks as she teaches full-time, completes her nutrition unit, and makes plans to substitute upon graduation.

It is in the last three weeks that Helen's (the supervisor) opinion toward Mary changes. In the first half of the quarter, Helen is impressed by Mrs. Lully's glowing recommendations and Mary's on-time record for university requirements. To Helen, though, teaching is a complex, theoretical activity, as well as a practical matter; as the weeks go by, Helen makes gentle notations on the observation record about child development and learning issues Helen sees Mary slighting. By week 8, she no longer equates Mary with her conception of an ideal teacher: a creative empathic, proactive facilitator, one who guides children in their quest for learning rather than keeps them on an orderly timetable.

Some of the comments go like this:

Week 4: "Mrs. Lully mentioned today that you are controlling discipline very well. Did you notice the class response to the Walt Disney version (of a fairy tale) compared to the English folk tale Mrs. Lully read first? It is important to expand children's exposure to literature beyond Golden Books."

Week 6: "There was a great discussion going about painting with your mouth from which you could have drawn a lot of information from the children and develop many ideas. You cut it off, without seeming aware of it, (so you) could start math dittos."

Mary is never aware of Helen's disappointment over Mary's abandonment of creative risk for the safety of order. Helen realizes the environment in Mrs. Lully's room is too powerful for her to dent. While the final conference form is filled with positive comments, the comments originate from Mary and Mrs. Lully:

1. List below the strengths of the student teacher:

- 1) Grown in confidence and in ability to manage the class without the teacher, good classroom control.
- 2) Is able to carry through on routine matters, interruptions in the schedule--developed flexibility to handle the unexpected.
- 3) Feels comfortable with discipline, able to cope with children's problems as they arise.
- 4) Developed a good rapport with the cooperating teacher and the staff.

The student teaching experience was positive for both participants. Growth for the cooperating teacher and the student teacher.

2. List below student teacher behaviors/
techniques that need improvement.

Needs help to set up for beginning of the year because of winter quarter experience preparation for substitute teaching.

In contrast, Helen's final opinion of Mary expresses her dissatisfaction with Mary's progress:

Well, whatever Mrs. Lully's doing, good bad or

bad or indifferent, Mary is doing it also. There's no question in my mind that Mary is highly influenced by Mrs. Lully.

Q: More than any other student teacher do you think?

A: I don't think more, necessarily, but I think she definitely is. First of all I think Mary is a pleaser, she wants to please those people who are above her and I don't mean that as a good or bad quality I just think it influences. . . she's going to do things to please Mrs. Lully, as most student teachers will, and secondly I think that Mrs. Lully is a very strong individual and I just think that a lot of things that Mrs. Lully is doing Mary is picking up, whether it's realized or not I think it's there. When Mary . . . I've watched Mary direct a couple of lessons and I've read literature on student teacher trying to survive, if you get through a lesson you're a successful teacher and I see that in Mary. I see that she has her schedule and if she can move smoothly from Math to Reading or whatever it is in the half an hour time or whatever they have, that she feels successful, and that's exactly what she's doing. She's cutting off all kinds of conversation and she's cutting off all kinds of idea expansion and all kinds of things the kids are bringing, and I noticed it especially when I was in the last time, she has half an hour from 1 to 1:30 and there were three different lessons in that time and one of them. . . I can't remember what the discussion was at that time. . . oh, one of them was the sharing they do and they have different themes for their sharing, this day was news article sharing and she did allow the children, which a lot of people won't do in a show and tell type of thing, the children came up and presented a little news article that he got out of the paper and told about it and then the kids were allowed to question him, which I thought was really neat because a lot of teachers are so worried about getting everybody up there that they say their thing and sit down and there's never any. . . so at least she did let the kids question each other and ask but then there was something. . . a (uncodable), some something, I don't know. . . and every child in the classroom chewed into the idea and everyone had an idea about it

and everyone had neat ideas to say about it and it related somehow to a lot of stuff they were trying to accomplish in the classroom and other lessons and stuff, and but then it was 1:15 and "I'm sorry" and it was like "now close your. . . put away your sharing, we're going to Math and open to page whatever and here are your ditto sheets" and it was very smooth and there was absolutely no trauma in the kids and I actually don't think she even noticed what she did, see that's the whole thing, I don't even think she was aware of just killing any kind of creative . . . to me that's where learning takes place is when kids are interested in something and they're testing ideas against each other and want to go develop it and I think they could have learned a lot more from that discussion than from the ditto sheets that she was passing out to them next. So I wrote that in her observation, I just said "do you realize that you ended your lesson and there was all kinds of discussion" because I don't think she even realized that this was happening, I think that she was so concerned that this guy had finished his sharing and it was 1:15 and time for Math and she wasn't even hearing what the kids were saying. And I don't if that's from Mrs. Lully or if that's Mary or if it was because I was there and she thought maybe she better follow the schedule, you know there's a lot of reasons why she could have done it, but it's something that I hate to see. When I see something like that happen I really pounce, not (uncodable) I didn't say anything like "you did a wrong thing" in the notes but I said did you notice that there was a lot of discussion about such and so and it didn't really relate to Math and you had to cut it off to go on to Math and I said perhaps if this happens again you might want to expand. So, we'll see what happens.

Discussion

Mary's success relies almost entirely upon external qualities when those aspects of her personality, the environment, and timing that contributed to her success are reviewed. Through no fault of Mary's, she has been placed with

a patron cooperating teacher; she has been placed in a school where the belief system is congruent with her own. She has been placed, in summary, in a safe and supportive environment.

A metacriterion for her success ties in the cooperating teacher, Mrs. Lully. Although placements were completely random, the two persons share congruent values and interlocking personalities; Mary follows exceedingly well and is sensitive to formal and informal requirements. Mrs. Lully leads well, has well crystallized opinions of how a class should be organized and appreciates the youthful vigor Mary brings to the class.

Language demonstrates the degree of congruity Mary and Mrs. Lully jointly hold: "control", "classroom management techniques", "structure", "hard work", "discipline", "order" occur frequently in each persons' conversation. Language connotes more than surface meaning, though. In a telling conversation one day, Mary speaks of one part of teaching that bothers her, without quite knowing why:

They (the students) brought in foods on their day and we had tasting parties which goes along with manners because we're going to go to Casa de Pasta next week to finish up our unit so we're trying to teach them good manners. You know, some of the kids. . . we took them to McDonalds for like three weeks, during lunch we took like three children at a time, just to get to know the kids and stuff and we saw some of the manners and we thought this would be kind of good to integrate the manners so we're working with manners and tasting and they're doing art projects with the unit.

One thing that bothers me, I think, because I guess I was a child who was once told to get your body under control and settle down, I did that, but children don't all the time, some do, but then you have other. . . you know, I guess some of my classmates were, you know, you always have. . . which was kind of hard for me at first to deal with because I just expected it to get under way because that's just the way I was and it was just hard for me to realize that not everyone's going to do that and they'll keep testing.

Mary is now considering a tentative job offer from the school where she student taught.

MARY RESPONDS

Mary has been given a copy of this report, and has given her consent to reproduce the following edited interview with the author about the paper.

G So are you surprised by what you read or how did you feel, was it really Mary there?

T To an extent. It surprised me what Helen said about me I didn't realize that that was all true what Helen had said, about like cutting out creativity and I didn't realize that was doing that.

G Did we upset you? Did anything in there upset you?

T It didn't really upset me it was just kind of well when I first started reading it I was really intrigued by it but some of the things that were written I didn't remember saying them in those words but sometimes like when I talked to people I am very casual. It is very strange to see that this is how I talk sometimes.

G Let's go back to this thing about Helen.

T About cycling creativity? I didn't realize that it upset her. That's what I caught from just reading the paper and that was the only thing that really caught me when I was reading through. I could see where she would arrive at that like when she was in the classroom.

G Why did you stick to the schedule so closely?

T I talked to Helen about it with Mrs. Lilly and I just like talked it over with myself, you know. I guess I didn't want to turn over much. I just thought I was responsible to the school system for getting such and such done maybe that was one of the reasons why. Responsible to what Mrs. Lilly wanted in the class and to the school system and with Mrs. Lilly leaving to have a baby and right before report cards come out and she had the baby two days before I left student teaching. I wish I would have known more about that 'cause

T I am the type of person, if you don't like me and you think that I am doing something, to correct me, just come out and tell me about it instead of...Cause then I don't think that I am doing anything wrong or not seeing another person's viewpoint and I assume that everything that I am doing is correct and unless somebody, I could see where Helen would want it to be that way you know because everybody is nervous and everybody wants to do a good job everybody always trying to do the best that they can and they're going to get slapped in the face a few times for things. I can see that. But I feel that, well, if she would have mentioned to me a few times to be more creative people just don't come out and say something and really give you a big jolt. I think that accountability was in the back of my mind, you know, to be responsible with all of this accountability these days you know if you have to take a test in third, sixth, twelfth grades. As I look back, let the kids talk, that was new to me, I guess that I just froze.

G Its easiest to go on to the next thing, yeah.

T At the time that was the way that I felt. I guess that you learn from everything that happens.

G What are you going to do now, when you get a job what is your class going to be like. Is it going to be like Mrs. Lilly's?

T To some extent. I guess I came from a very strict home life you know there were five girls and we always had to be structured. I always had to get ready like an hour and a half ahead of time so that I could get to the bathroom, if you had to take a shower

or you wanted the hot water I think that that is just the way I am, always being responsible for the younger sister. I guess that I am very structured from that. If I am five minutes late for something I get really upset about it cause I am so used to being on time.

G Do you think your class wasn't as structured as it appeared to outsiders?

T YES, because we had a lot of time in the morning and the afternoon and well like when I was doing my unit I realized that I was taking up a lot of time and things would come up. We had exploring in the afternoon, kids doing art or reading. Mrs. Lilly and I often would intermingle with the children.

G Do student teachers feel as though when somebody comes to observe them they should be doing something? If you knew that Helen was coming would you have something planned?

T No I guess that that is just the way that it worked out. When I look back on my own school that is how it always was, like, the teacher at the front when I was in this class I thought that it was really neat because kids were taught to do things without the teacher being there but it is still as you and Helen saw it. I can remember my first grade, I completed a paper of mine and I had an eraser mark on it and it got filed in the trash. And then like right out of parochial school right into high school where the teacher is always teaching, you were either sitting at your desk working. So I thought that this experience was really a bit of a big transition for me.

G Was I completely correct about picking this university?

T Yes...I liked the bigness. I like to be in a mass of people and I've been to some smaller colleges and when I came here it was just like, "this is really super"...you see a lot of new faces and it was just really neat. My sister brought me here a couple times when I was in high school and the kids would always say Hi from kids that I never even knew. I thought, "geez this is really neat", all of my sister's friends in the dormitory were really neat and nice and I heard that they had a really good business school, that is what I started in, a lot of my really close friends came here and I didn't want to stay around home. My sister and I were always close, we shared the same bedroom. We had a two story house, I shared my room with only one sister, it was a pretty good house and I lived with my one sister mainly for about ten years but I always shared a bedroom. When I came here to college my junior year in college I finally got a single room for the first time. We always had to organize. We always had seven different ideas of what we wanted to do and like only two cars or one car was available so we just all piled in and took off and I always had to be in at a certain time and things and my parents really cared about what we were doing. They always took us places, we were bluebirds and campfire girls. Our time, it wasn't like we were always busy, we had a lot of playtime, we were always in different organizations. My younger sisters, I always felt protector over them. I was the type of child that would not fight.

T I wasn't an aggressive type. I either got picked on by my older sisters or my younger sisters. Being in the middle, it was pretty well evenly divided, but I always had the chance like if Dad took the younger kids or my mom took the older kids I always had the decision of which one looked better.

G Cause you were right in the middle?

T It was strange to see this paper. If you can read it and know that it is you I think that you take it more to heart than if I read it and it was about some guy that I never knew. It just seemed very blunt to me I guess because I am the type of person like I remember when I used to go to my block courses and I would see a teaching doing such and such and I thought why is this teacher doing this and when I read this I thought like when I look back I thought about the teacher like I don't know what happened five minutes earlier or hour earlier or what was going on to maybe make her act this way and then I used to always think Man, that teacher is mean or I don't think that she is handling this right or you always make those kind of judgments. Or at least I always do, and when I read this it just seemed very factual, I guess. All of the stuff in here I remember happening.

G I hope so, because it did happen. Why didn't you ever move out of the dorm?

T One of the reasons, I needed a job to stay in school. I liked all of the kids and money wasn't bad. I didn't have to physically

T exert myself. Another reason was is because I think that my parents felt more secure. They wouldn't have to worry about me as much, I guess coming from an all girl family, they have all daughters. I'm just trying to reason this out in my own mind and I'd bring it up that I would like to move into an apartment and they say oh well, we would rather you stay in a dorm and this is what I assume but by the time that I brought it up to them it was too late because by then all of the girls that I would have like to have lived with had already made arrangements and things so I just figured my senior year I would just stay again. But for the most part, it was because of the jobs. I could have gotten a job somewhere else but I just really enjoyed working there.

G You use the word "control" a lot. Did kids get out of control in Mrs. Lilly's class?

T Helen was here, I don't know if she saw it because we were on our way to a special area and this one little boy took a match-box car and was hitting this girl over the head. Mrs. Lilly wasn't there and I was there and I was the only one so she comes up screaming that her head hurts. Another time I was hit by one of the students.

G Oh really.

T Yes.

G Well, how did you resolve that?

T Well, I brought both the little boy and the little girl and she is crying and I asked them both what happened and she had told him

T that it was his fault, and he said that it wasn't his fault and all of this other stuff. So I asked him if he did it and why he hit her and he felt bad about it and he started petting her head and said that he was sorry and then everything was OK. And this same student struck me. The kids (as to getting out of hand) are a very giggly group they would just say boo and like a whole table would start laughing and then it seems like they would see me as a cue or something and just keep going on and on and it seems like a natural problem. One would start laughing and it would go on and on and then it would be really hard to get them back under control again. We did have some things like kids getting punched in the back, and well I think that I am a very unviolent person and I think maybe this is why I try not to have any of that because see I can't tolerate it, it must makes me cringe when I see any of it going on. I had headaches, especially in the beginning because at first you are not used to it. A lot of tension and trying, like I didn't feel really comfortable in class until the eighth week when I started taking over. I came home at night with splitting headaches and like I wasn't good from 4 to 8 like I had no energy but that was at the beginning of the quarter and then as time progressed on I guess that I got my stamina built up.

During reading time, at the beginning of the quarter, the second day I had my first reading group, I noticed the kids laughing so

T loud it would distract the other kids in the other reading groups, Mrs. Lilly was way in the back and I'm up front and her group would all be looking over to see what we were doing and I had a hard time keeping the kids from not making so much noise. You know we could talk, which is fine, but they were doing silliness things like kicking the chair and putting their hands on another kid's lap and hitting. When I had a science center I took the kids into another classroom and I had the hardest time like they would all be flitting around staring out the window which is alright, but they would be hitting each other and saying, "It is my turn to do this," and it was just the reading that we had in the morning was supposed to be a quiet work time because a lot of the kids would just start talking and things and not get the seat work or whatever they were supposed to get finished. I had difficulty when we were just trying to keep the voices where we could talk but not this silliness, like laughter or whatever. When I saw that "Shhhhhh" in the paper like three different times, I'm going like, "You have to say that three different times but there's something about looking at it on paper that just is different. Then once I got more confident and was able to handle a bigger group of kids and have more experience like my voice changed, because like at first I'm not a very aggressive person. I don't think I am made to be one.

G Do you think that I have the wrong impression there that I caught you in the beginning when you were neally just trying to fit into the classroom and you were very quiet.

- T I think that keeping the kids quiet from the start is kind of good, because I think that everybody feel uneasy, like I know my girlfriend is in student teaching now and she said her class got so out of hand one time that she just said, "Oh my God I can't handle this," and the next day she came back and she was firm the next day and didn't let things get out of control.
- G How did you change in college, were any of your beliefs radically different or are they radically different now than when you came in?
- T I can tolerate more, I guess that I had just such high standards for myself and when I saw other things like I remember when I went to high school I thought you shouldn't be doing that because that is not good for you or something but now I realize that everybody is different. What I need isn't what somebody else needs and it's helped me that way. My family is quite close and I haven't really changed all that much.
- G I thought you were. Have you ever done anything here at college, that you wouldn't tell your parents about?
- T Nothing, but that is just the way that I am.

Sue:

The Worst Student Teaching Experience

If Mary came from her student teaching experience committed, visioned, and ready to begin a career, is there a minor image of Mary's experience? The case study of Sue provides a marked contrast to Mary's situation.

Sue is one of the two student teachers who has a young daughter to care for while completing state requirements for a teaching certificate. She has been from the beginning a free spirit among the 12 student teachers.

Although Sue turns her university requirements in on time, and meets the expectations of the cooperating teacher, she stands out in the group as a worldly veteran of many unusual encounters.

(examples expunged by Sue). That Sue

is not worldly in the geographic sense is not im-

portant; she is, unlike Mary, in-

dependent and unexcited about perpetuating the reality existing in public school classrooms.

A description of these settings are purposely left out here because they are both so similar and do not figure into the difference of experiences. (They are

self-contained classrooms.) A description of Sue's room written by an untrained observer and former school teacher reflects the standardized flavor of both Mary and Sue's room:

1. Milieu. The room was small and colorful with children's art work and bulletin board displays; art center in the back of the room with a sink and a variety of paints and paper; shelf with books and newspaper; paperback books; magazines; film-strips; learning center with suggested games and activities; math worksheets.

2. Instructional activities. Miss Smith was very supportive and sensitive to the children's needs. She wrote the day's assignments on an overhead projector and had the children copy them as she explained them. She was basically the source of knowledge. The children had a variety of assignments to complete. They worked individually and in a seemingly relaxed manner. From 10:45 to 11:25, each child worked on his/her own assignment. The room was perfectly quiet.

Sue was working with a group of three for reading. Miss Smith was giving a spelling test to one child. She also told two other children that she needed to see them sometime before 11:00 to work on contracts.

The pre-test in spelling was given to the rest of the class at 11:05. She gave the word, repeated it, and then made a sentence out of it. She stressed "no talking" during the test.

An interview with Sue, done by the author, before Sue had started teaching, shows her involvement in

matters unconnected to student teaching, her non-chalant attitude toward the forthcoming ten week stint, and her interaction with a boy who will later stand at the core of her woes.

Can you tell me what happened when you went out, you met your cooperating teacher, what was it like?

I went on a day that I probably shouldn't have gone. I called her ahead of time and told her and then I got there and could only stay for an hour because I had a doctors appt. but they had a Christmas program going on, a sing along which she didn't know before hand, so I was in the classroom for about 5 minutes and she left and did something so I took the kids down and sat with them in the gym and sang and everything, just for an hour, and then I walked back up to the room with them and that was it. I talked to a few of the kids that came up and introduced themselves but it was pretty brief.

What grade level was it?

2nd grade.

Is it at Madison?

Yeah

What did you think about her, what kind of class did she have, could you tell? How does she run her class?

It seemed fairly structured.

What do you mean by "fairly structured?"

The desks were all in line and so on, I don't want to judge what she does, I'll just say fairly structured.

BUT you mean pretty structured?

Yeah

Is that too structured for you? Did you think it was too structured at the time?

Maybe, but I'm trying not to think that, because real structured to me goes along with a negative attitude which I don't want to have, so fairly structured, I'll say more later.

What about the kids, did any of them stand out to you, do you remember any of them?

Yeah, one little boy was punching and hitting the other kids in the Christmas Sing Along, so I asked him to come sit back here, so that

was fine with him so probably needed attention or something, because as soon as he came and sat by me everything was fine. Another little girl came up and introduced herself, she was really friendly and she was moving which bummed me out because she was really open.

Can you remember what you talked about to the teacher?

I talked to her longer on the phone actually, I had a really nice conversation with her. I said that I had a little girl and she asked me about her and so on, I said that at that point I hadn't found a baby sitter so we were kind of talking about that, and she went to Mid-State which is where I started out so we had that in common, and then in the classroom I really didn't talk to her that much because we were getting ready to go and stuff.

How are you going to do if you had to prejudge yourself, do you think you're going to be very successful?

Uh huh. I've been, this is my 6th year in school so I've been with kids alot in alot of different ways. I was a playground leader and I babysit alot and I've done alot of projects with kids and I've been in a classroom besides just my early experience and just through courses, I taught Creative Dramatics at Edwards and my Math and Science Methods I did in a classroom for a quarter, there everyday all day long, so I've been in a classroom alot.

Is there anything that you particularly want to accomplish during this time?

I don't know, it's almost like, it seems like I've done this before.

Do you feel like you don't need this?

Yeah, I think that I need it, I'm not worried about relating to the kids or that kind of thing, but I think more for the day to day planning and organizing, I think I need it in that way, but not as far as exposure to the classroom and kids and stuff like that.

You're ready to teach?

Yeah.

What are your plans when you get through with this?

I don't know, I have one or two quarters, well I have like 20 hours left. I'm just going to wait and see how I feel after this, if I want to, I'll for sure go part time and possibly full time, I definitely want to sub and possibly. . . it's hard because I have a little girl and I like to be with her but for positive I want to sub and possibly teach or maybe ideally a kindergarten or pre-school where I could work half day and be with my little girl the other half.

The First Weeks

Sue spends her first week observing Miss Smith, her cooperating teacher. Miss Smith is self-assured but neutral rather than gushingly enthusiastic about Sue's potential. In an interview held before Sue started student teaching, Miss Smith says:

She seemed very self assured, assumed responsibility well in watching an atypical situation. She watched the class a day before Christmas vacation.

A more carefully guarded interview could not be imagined. During the first week of student teaching Sue has a variety of minor personal problems. Her car does not start as she is trying to deliver her daughter to a babysitter, making her late for school. Car problems again cause her to come in late to a weekly student teaching seminar. In the same week her daughter becomes ill. Interestingly, the cooperating teacher and supervisor only recognize that Sue has been late.

The following week Sue has an ear infection. All these minor problems accumulate into an impression by the supervising teacher that, "Sue has an excuse for everything."

These notes are taken during the first week of the quarter:

Sue has just finished two reading groups. Mrs. Smith takes over the class as they begin a spelling test. Sue goes to the back of the room and sits down on a rug, listens to the spelling test being given.

Miss Smith doesn't shout; she quietly talks in a conversational tone of voice. None of the kids say anything as the test goes on. The class is relaxed.

Miss Smith obviously doesn't mind that tops of desks are cluttered with junk and not cleared after each lesson. When a kid asks a question, Miss Smith repeats it without any apparent rancor.

Miss Smith laughs as she chews a stick of gum and gives the spelling test. She is into testing; this PM they will take math pretest, after just finishing a reading pretest and this spelling test.

Helen is over by Sue, talking to her. Snatches of conversation float up, "It really shows that you like kids...", "you have a confident manner...", "it looks like you're in control."

The kids are thoroughly indoctrinated by Miss Smith but everyone is relaxed and carrying on business without any fuss.

As the test goes on, Sue wanders over, says, "Miss Smith is really neat, I really learn a lot from her...I'm lucky... I'm having a hell of a time keeping up, getting work done, I need five more hours a day."

Later Helen says, "Sue's been sick, her kid's been sick, they have had earaches, fevers, colds. All I ever get from Sue is a bunch of complaints..."

In the first weeks Sue appears confident and self-assured. She is already showing signs of strain caused by her daughter's illness, her own earaches, and the demands of her family. Sue mentions these factors repeatedly in conversations with her student teaching peers and Helen, her supervisor.

It is late in the third week that Sue first admits that she is having trouble not only with external requirements, but with classroom discipline. Sue does not recognize at this time that her marginal belief in the utility of the experience, her lack of commitment to the value system already in place in the class, and her frequent disorganization are contributing to her fatigue, her illness, her impatience with the students, and her inability to cope with minor problems. Sue places the blame on the system and the students:

I can't stand telling those guys to (the students) to sit down, be quiet all day. I think about treating Linda (her daughter) like that, it makes me laugh. I just can't do it, they should be able to work on their own, but they're too used to being told what to do all the time.

It's Erik, too. If it wasn't for him it would be a perfect class. He's an LD (learning disabled), he can't sit still, he's always got the class going. Miss Smith, you know, she knows exactly how to handle him. She's the only one he'll listen to...

It's such a bore...how can anybody take it, the whole day there, constantly saying,

"sit down"? I don't have a minute to get my business (errands) done after I spend the whole day telling them to "be quiet."

There's a good chance I'll be able to start a preschool after this...but I've spent six goddam years working for this and I'm going to stick it out.

On the surface, Sue is making good progress; beneath the surface she is already struggling to keep up, finding ways to rationalize her management problems, and looking eagerly for the end of student teaching. One comment, taken from Helen's notes to Sue, illustrate this struggle:

Student Teaching Supervision form

Week Three

(Sue has just introduced a letter-writing unit to the whole class)

"You set limits on the activity which were reasonable and you maintained them throughout the lesson. When everyone is talking (at the same time) it helps to flick the lights or ring a bell or some cue for attention instead of calling over the noise."

Final Weeks: "A Bad Day"

One of the terms that student teachers universally understand is "the bad day". Depending on the circumstances the bad day is attributed to different factors. During the seventh week Sue has as bad a day as any student teacher has had.

At two o'clock she is teaching a lesson in social studies; however, Eric who Sue noticed the first day is returning to haunt her on this worst day of all. The social studies lesson has deteriorated into a half plea, half lecture for cooperation. The class is sitting in their seats quietly (but restively) while Sue stands at the front of the class and implores the students to cooperate so that she doesn't 'have to stand in front of the class and tell them to be quiet all day.' At this point there is suddenly a giant commotion in the rear of the class. Without warning, Eric jumps up with tears in his eyes and smashes the boy sitting next to him in the back with his fist and shouts 'just tell him to knock it off, just tell him to knock it off.' Eric then starts pacing around the room very angry, upset and out of control, going nowhere but just pacing back and forth and shouting 'I'm not going to take that from him anymore, just tell him to knock it off, I just can't take it.'

A substitute is in the room with Sue. Sue tries to handle it by calmly telling Eric just to sit down. She says, 'Eric, please sit down. . . Eric, please sit down. . .' to no avail since Eric continues to pace back and forth half shouting, half crying for the boy next to him to stop whatever behavior caused the outburst. The substitute tries to salvage the situation by shouting at Eric. 'Eric put your name on the board right now'. This is an indication that Eric will be punished later after school. Eric completely ignores the substitute who keeps shouting, 'Eric, put your name on the board'. While Eric keeps shouting 'just tell him to stop it would you, just tell him to stop it'. And Sue stands calmly at the front about to loose control of her own emotions but still calmly saying with no visible impact on Eric, 'Eric please sit down'.

It's a very bad time to be observing the class since it is in such turmoil. As the observer leaves the class Sue is still saying to Eric, 'Eric, please sit down, we'll take care of it later'. But she has made no move to go to Eric and physically help him back under control.

Immediately after this incident the recess bell rings and Sue comes into the teacher's lounge practically in pieces. The first thing she says is, 'absolutely no interviews today, do you hear, absolutely no interviews. This is the worst day of

my life. I absolutely cannot stand in front of that class and tell them to be quiet one more time. I absolutely can't do it. This is absolutely the end. This is the worst day I've had in my whole life.' She continues, 'I don't want to be interviewed today. I don't want to talk to anybody. I just want a cigarette and to get out of here.'

A learning disabilities teacher who is a friend of Sue's in the school comes over, and through a humorous recount of an experience that she had with a child who used to run out of class and cause the learning disabilities teacher to chase the child down the street, calms Sue down enough so that Sue can finish the cigarette and not repeat over and over, 'I will not stand in front of that class anymore and tell them to be quiet, I just will not do it.' After a few minutes Sue was calmed down sufficiently so that she can laugh a bit about the whole incident but she is still quite shaken and obviously has no strong desire to go back to the class for the rest of the afternoon. However, by the time the bell rings she's mustered up her courage to head back again and face them.

Later that afternoon Sue does manage to carry out the remainder of the social studies lesson, in which she talks about the difference between peninsulas and islands and manages to pull it off with a modicum of patience and self control.

This incident occurred during the eighth week. Other things are going on in Sue's life not connected with the University or student teaching that makes it difficult for her to devote enough time to student teaching to overcome administration and management problems in the classroom so that she can continue to carry out the day to day lessons, since she is now completely responsible for the class. Sue feels that she can't become a teacher because of the way she tends to treat her daughter as she says, "I get home from this bullshit and start treating her like a second grader. She puts her hand in the toilet and I start telling her that's wrong. What's the matter with me? Is this the way I'm going to start treating her permanently?"

Sue's plight illustrates how important non-student related aspects can be during the student teaching experience. The change from the relatively relaxed student life to the hectic, highly structured requirements of student teaching shows up in areas outside the immediate school environment. Sue has said that she "has never spent so much time evaluating herself as she has this quarter. Every night when I get into bed I ask myself 'who am I?'".

Sue has at this point decided definitely against teaching in the public schools. She's actively pursuing the possibility of starting up a day-care center.

As the eighth and ninth week finish every day becomes an eternity to Sue as she is responsible for the entire day's planning and then teaching (just as all the other student teachers are). On Tuesday of the ninth week Helen gets a call from Sue who tells Helen that Linda, Sue's daughter, is quite ill with a childhood disease and that she can find no one to take care of her because her mother is unavailable at this time. Helen finds out at this point that Sue has already missed two days of school but claims that she has been unable to get in touch with Helen to tell her about it. (This turns out to be true; however, Sue has contacted her cooperating teacher, Mrs. Smith, and has gotten full permission not to come to school even though Helen doesn't know about it.) The illness on her daughters part has come at an extremely fortuitous time in Sue's life. The "bad day" has been the watershed for Sue. She has completely given up any intention of using this experience as a positive springboard to a teaching job. Whether or not she consciously knew it before or not

she has definitely decided not to teach and also to do the minimum amount to get through the student teaching experience. Sue does return for the last two days of her all-day teaching and manages to suffer through with them without major hardship. But the experience has been one that she does not feel good about, has not succeeded in, and has not done anything to prepare her to teach professionally in the public schools. The final evaluation form that Sue, Mrs. Smith and Helen fill out jointly gives very little indication of the stormy experience Sue has gone through during the last ten weeks. It reads like this:

1. List below the strengths of the student teacher
 1. She's aware of individual needs and provides for them
 2. She is well planned and gives clear directions
 3. The students were comfortable with Sue and came to her with questions.
 4. She interacted positively with the staff, staff meetings, parent conferences and phone conferences.
 5. She conferred with resources teachers and tutors.
 6. She developed her ability to provide individual activities for students.
2. List below student teacher behavior and techniques that need improvement
 1. Additional practice in organizing the classroom program as a whole.
 2. Knowing how to monitor children's independent activity.
 3. Establishing priorities.
3. List any of your concerns or comments that do not seem to fit well under questions one and two above

Sue has done a good job with a class which has some children with special needs. It has been a positive experience and a learning experience but a very difficult adjustment for Sue.

Again, none of the problems that Sue has had and the mental agony that she has gone through to complete the experience shows up in the sanguine comments on the final evaluation form. Likewise, her recommendations written by Helen and Mrs. Smith are written in not superlative but very positive terms. Sue is now qualified to teach in the public schools.

Discussion

Many of the characteristics of Mary's student teaching experience that caused hers to be so successful, a patron cooperating teacher, congruent beliefs about how a classroom should be run, the ability to put all other life needs aside so that the student teaching experience can be completed without regard to any other activity, and the ability to work long and hard every day in a relatively routine and boring setting, have not characterized Sue's experience. In contrast to Mary, Sue has almost been predestined to fail. She has been (in her eyes) overburdened by family requirements which she has decided to use as an excuse not to adequately complete the student teaching experience. She has not had a cooperating teacher who supported her on every issue whether she was right or not, although the relationship between Sue and Mrs. Smith remained good throughout the experience.

Sue's belief system and values never coincided with the beliefs and values of the participants of the staff at the school where Sue student taught but it is doubtful whether Sue's inability to successfully organize, plan, develop and manage a classroom came prior to her conflicting beliefs or vice versa.

Interestingly enough another student teacher whose experience was much closer to Mary's had an almost identical situation in terms of home life, had a child several weeks prior to beginning student teaching and had many other external requirements. She had, however, the help of a very supportive cooperating teacher, the capability of working 16 hour days on lesson planning, teaching and preparing for each day's activity as well as engaging in extra opportunities to ingratiate herself with the school staff, and still manage to keep her family life intact. This point is made to emphasize that it was not Sue's family (in reality) that caused her problems but the whole of Sue's value pattern, work habits and the circumstances of her student teaching experience which caused her to blame her poor showing on the external environment.

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SUE RESPONDS

Sue has now graduated from the university. She is working part time in the same city. Sue was also sent a copy of the paper, and asked to respond about its accuracy and conclusions.

Sue refused to be interviewed, or to allow any of her specific comments about the paper to be reproduced here. In general, however, she feels the paper is overly biased in favor of the negative parts of the experience. Now that eight weeks has gone by since the experience, Sue believes that she did fulfill her expectations, which were to complete the experience, Sue also feels that there were positive aspects of the experience that were not mentioned in the paper, such as her rapport with the children. She also mentioned that although she missed three days during her full-day teaching, she did make them up the next week, so did complete the two full weeks required of her.

Sue has expunged several sections of this paper due to the personal nature of the examples or comments. She was both unhappy to have had the experience brought back through the vehicle of the paper, and hostile about the fact that in the paper she "looked like a loser." It is unfortunate that she will not allow her perspective to be represented here, since her view of the experience would be a great aid to persons debating whether or not to student teach, or those student teachers who might be in Sue's situation.

Method

Each student teacher made a visit to the prospective cooperating teacher for the purpose of checking to make sure that interaction was possible between the two persons. Soon after this time, but before student teaching began, each student teacher was interviewed about his or her impressions of that visit. The teacher was also interviewed prior to the student teacher's entry.

Before student teaching began a thorough life history was collected on each student teacher.

As student teaching began the author attended the student teacher's classroom with the university supervisor once a week for the ten weeks of the quarter. The author also attended a weekly seminar held by the elementary supervisor at which various topics were discussed. Interviews with the supervisor, the cooperating teachers, and the student teachers were also held intermittently throughout the quarter. Most of these were informal; however some were formal and captured on audio tape. The main emphasis in all these interviews was to put together a picture of the effects of the student teaching experience on the student teacher's life and to keep track of the changes that took place from week to week as the student teaching experience progressed.

A final exit interview was conducted with both the student teachers and the cooperating teachers at the end of the quarter. A lengthy interview was also conducted with the elementary supervisor at the end of the quarter to provide the author with an overview of the supervisor's perception of the student teacher during the quarter.

The interviews, the observations, the interviews of the student teachers, the supervisors, the cooperating teachers, and the observations of the supervisors and the author were then combined and fed back to both Mary and Sue for their comments.

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